

## **Brockington Elementary**

304 Kemper Street  
Timmonsville, SC 29161

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	488 Students	
<b>Principal</b>	Dr. Johnelle L. Sherald	843-346-4953
<b>Superintendent</b>	Dr. Chuck Gadsden	843-346-5391
<b>Board Chair</b>	Mr. Johnny Wright	843-346-2952

# **THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD**

### **ABSOLUTE RATING**

**UNSATISFACTORY**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
1	8	26	82	35

### **IMPROVEMENT RATING**

**UNSATISFACTORY**

### **ADEQUATE YEARLY PROGRESS**

**NO**

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	Yes
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

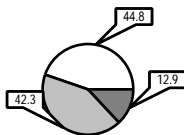
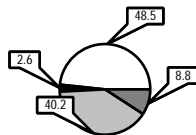
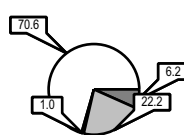
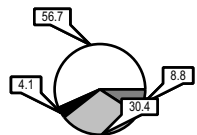
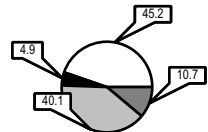
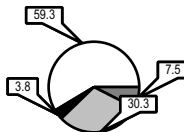
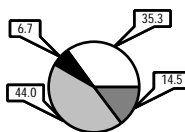
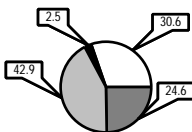
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	209	98.1	43.0	42.5	13.0	1.6	23.8	Yes	Yes
<b>Gender</b>									
Male	116	97.4	46.8	40.4	11.0	1.8	21.1	N/A	N/A
Female	93	98.9	38.1	45.2	15.5	1.2	27.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	23	100.0	31.6	47.4	21.1	0.0	36.8	I/S	I/S
African American	183	97.8	44.3	42.0	12.1	1.7	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	174	98.3	37.0	47.5	15.4	0.0	25.9	N/A	N/A
Disabled	35	97.1	74.2	16.1	0.0	9.7	12.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	98.1	43.0	42.5	13.0	1.6	23.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	98.1	43.0	42.5	13.0	1.6	23.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	172	97.7	48.1	39.9	10.8	1.3	20.3	No	Yes
Full-pay meals	37	100.0	20.0	54.3	22.9	2.9	40.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	209	100.0	47.7	40.1	8.6	3.6	20.3	No	Yes
<b>Gender</b>									
Male	116	100.0	46.4	39.3	10.7	3.6	23.2	N/A	N/A
Female	93	100.0	49.4	41.2	5.9	3.5	16.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	23	100.0	26.3	36.8	26.3	10.5	63.2	I/S	I/S
African American	183	100.0	50.0	40.4	6.7	2.8	15.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	174	100.0	41.2	45.5	10.3	3.0	22.4	N/A	N/A
Disabled	35	100.0	81.3	12.5	0.0	6.3	9.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	100.0	47.7	40.1	8.6	3.6	20.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	100.0	47.7	40.1	8.6	3.6	20.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	172	100.0	51.9	37.0	8.6	2.5	17.9	No	Yes
Full-pay meals	37	100.0	28.6	54.3	8.6	8.6	31.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	209	99.5	69.9	21.9	6.1	2.0	8.2
<b>Gender</b>							
Male	116	99.1	68.5	20.7	8.1	2.7	10.8
Female	93	100.0	71.8	23.5	3.5	1.2	4.7
<b>Racial/Ethnic Group</b>							
White	23	100.0	36.8	36.8	15.8	10.5	26.3
African American	183	99.5	73.4	20.3	5.1	1.1	6.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	174	100.0	66.1	25.5	7.3	1.2	8.5
Disabled	35	97.1	90.3	3.2	0.0	6.5	6.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	99.5	69.9	21.9	6.1	2.0	8.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	99.5	69.9	21.9	6.1	2.0	8.2
<b>Socio-Economic Status</b>							
Subsidized meals	172	99.4	73.9	19.3	5.6	1.2	6.8
Full-pay meals	37	100.0	51.4	34.3	8.6	5.7	14.3

<b>Social Studies</b>							
All Students	209	99.5	55.6	30.1	8.7	5.6	14.3
<b>Gender</b>							
Male	116	99.1	54.1	30.6	9.0	6.3	15.3
Female	93	100.0	57.6	29.4	8.2	4.7	12.9
<b>Racial/Ethnic Group</b>							
White	23	100.0	52.6	26.3	15.8	5.3	21.1
African American	183	99.5	55.9	30.5	7.9	5.6	13.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	174	99.4	53.0	31.7	10.4	4.9	15.2
Disabled	35	100.0	68.8	21.9	0.0	9.4	9.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	209	99.5	55.6	30.1	8.7	5.6	14.3
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	207	99.5	55.6	30.1	8.7	5.6	14.3
<b>Socio-Economic Status</b>							
Subsidized meals	172	99.4	56.5	29.8	8.1	5.6	13.7
Full-pay meals	37	100.0	51.4	31.4	11.4	5.7	17.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	70	97.1	35.9	34.4	29.7	0.0	29.7
	4	72	97.2	55.1	36.2	8.7	0.0	8.7
	5	90	98.9	57.8	38.6	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	97.3	41.4	35.7	22.9	0.0	22.9
	4	61	98.4	36.4	54.5	5.5	3.6	9.1
	5	73	98.6	50.0	39.7	8.8	1.5	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	70	97.1	35.9	48.4	14.1	1.6	15.6
	4	72	100.0	62.0	28.2	7.0	2.8	9.9
	5	90	98.9	61.4	34.9	3.6	0.0	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	100.0	48.6	38.9	12.5	0.0	12.5
	4	61	100.0	42.9	42.9	7.1	7.1	14.3
	5	73	100.0	50.7	39.1	5.8	4.3	10.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	70	97.1	53.1	43.8	3.1	0.0	3.1
	4	72	100.0	77.5	18.3	2.8	1.4	4.2
	5	90	97.8	82.9	13.4	1.2	2.4	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	98.7	59.2	31.0	8.5	1.4	9.9
	4	61	100.0	75.0	19.6	1.8	3.6	5.4
	5	73	100.0	76.8	14.5	7.2	1.4	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	70	95.7	23.8	55.6	17.5	3.2	20.6
	4	72	100.0	54.9	38.0	7.0	0.0	7.0
	5	90	97.8	73.5	22.9	2.4	1.2	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	100.0	43.1	33.3	16.7	6.9	23.6
	4	61	100.0	66.1	28.6	1.8	3.6	5.4
	5	73	98.6	60.3	27.9	5.9	5.9	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 488)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	8.4%	Up from 5.1%	3.9%	2.8%
Attendance rate	95.7%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.6%	0.0%	0.0%
Eligible for gifted and talented	5.1%	Up from 4.9%	4.1%	10.4%
On academic plans	41.9%	N/AV	47.1%	33.6%
On academic probation	0.0%	N/AV	2.2%	1.0%
With disabilities other than speech	6.7%	Down from 8.8%	7.2%	7.5%
Older than usual for grade	3.2%	Down from 4.1%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	42.9%	Down from 45.9%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.6%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	6.7%	Down from 7.1%	2.5%	0.0%
Teachers returning from previous year	80.9%	Down from 84.3%	84.5%	87.3%
Teacher attendance rate	94.3%	Up from 94.1%	94.6%	94.9%
Average teacher salary	\$38,613	Up 1.5%	\$41,427	\$42,485
Prof. development days/teacher	20.8 days	Up from 20.5 days	14.1 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 17.4 to 1	16.5 to 1	18.6 to 1
Prime instructional time	85.1%	Up from 84.9%	88.5%	89.7%
Dollars spent per pupil*	\$4,682	Down 13.9%	\$7,488	\$6,557
Percent of expenditures for teacher salaries*	58.6%	Down from 77.1%	61.3%	64.0%
Percent of expenditures for instruction*	80.8%		68.0%	69.1%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	91.3%	Up from 88.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Below Average	No change	Good	Excellent

\* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	17.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Brockington Elementary is a small Title I school striving to provide a quality education for the students in the town of Timmonsville, S.C. Our school serves students in grades Child-Development through 5th grades. Our goal is to become a High Performing school. We have a student population with rich diverse cultures composed of African American, Caucasian, Hispanic and Asian Pacific students.

Teachers at Brockington Elementary are implementing a Balanced Literacy Model (Project Read) along with the Accelerated Reader program and use STAR Reading Assessment and Measures of Academic Progress (MAP). This year we created adapted the famous Prize Patrol to create the Eagles Reading Patrol, which was initiated by our SCRI Literacy Coach to increase the interest in reading by families. These programs have increased the interest in reading and math for our students. Students are given a free book during their first week back in school and during Read Across America Day. Also, each student is provided 6-8 books for summer reading at no cost. Brockington Elementary participates in the South Carolina Reading Initiative that provides professional development in the areas of reading and language.

Our students are provided additional assistance in the area of instruction through programs such as students in grades 2-5 being provided daily math and reading with Success Maker computer-assisted instruction in a lab and classroom setting. Students needing additional assistance participate in after-school tutoring, small group tutoring during the day, SOAR To Success, Early Success, and summer enrichment programs.

Increasing our parental involvement is one of our major goals. This year we provided activities such as a Father/Daughter dance, parent workshop nights, back-to-school celebration, PACT Night and PTO programs. We invite all parents, community and businesses to join us in educating the children of Timmonsville.

Dr. Johnelle L. Sherald, Principal  
Henry Dixon, Jr. SIC, Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	66	26
Percent satisfied with learning environment	48.6%	87.7%	65.4%
Percent satisfied with social and physical environment	67.6%	90.9%	72.0%
Percent satisfied with school-home relations	37.8%	90.9%	69.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.